

**THE EFFECT OF READING ALOUD STRATEGY TOWARD
PRONUNCIATION ABILITY AT THE FIRST YEAR
STUDENTS OF STATE JUNIOR HIGH SCHOOL 5
BUKIT KAPUR DISTRICT OF
DUMAI REGENCY**



By

ROHANA

NIM. 10714000765

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**THE EFFECT OF READING ALOUD STRATEGY TOWARD
PRONUNCIATION ABILITY AT THE FIRST YEAR
STUDENTS OF STATE JUNIOR HIGH 5
BUKIT KAPUR DISTRICT OF
DUMAI REGENCY**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

ROHANA

NIM. 10714000765

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRAK

ROHANA (2012) : Pengaruh Strategi Reading Aloud untuk Meningkatkan Kemampuan Pronunciation Siswa Kelas 1 SMPN 5 Kecamatan Bukit Kapur Dumai.

Strategi Reading Aloud dapat membantu siswa untuk meningkatkan kemampuan cara pengucapan bahasa Inggris. Strategi ini memberi kesempatan kepada para siswa untuk membaca keras teks yang telah disediakan. Berdasarkan penelitian pendahuluan pada siswa kelas satu SMPN 5 Dumai Kecamatan Bukit Kapur, penulis menemukan bahwa kemampuan cara pengucapan bahasa Inggris siswa masih rendah. Oleh karena itu, penulis tertarik untuk melakukan penelitian ini. Ada dua rumusan masalah dalam penelitian ini, yaitu:

1. Bagaimana kemampuan pronunciation siswa kelas 1 SMPN 5 Dumai?
2. Faktor- faktor apa saja yang mempengaruhi kemampuan pronunciation siswa kelas 1 SMPN 5 Dumai?
3. Apakah ada efek signifikan dari penerapan strategi reading aloud untuk meningkatkan kemampuan pronunciation siswa kelas 1 SMPN 5 Dumai?

Subjek penelitian ini adalah siswa kelas satu SMPN 5 Dumai Kecamatan Bukit Kapur pada tahun ajaran 2011/2012. Objek penelitian ini adalah untuk mengetahui penggunaan strategi Reading Aloud untuk meningkatkan kemampuan pronunciation siswa, untuk mengetahui faktor yang mempengaruhi pronunciation siswa dan untuk mengetahui efek signifikan penggunaan reading aloud untuk meningkatkan pronunciation siswa. Teknik pengumpulan data yang digunakan pada penelitian ini adalah observasi dan tes lisan.

Ada dua variabel dalam penelitian ini: variabel X adalah strategi Reading Aloud, dan variabel Y adalah kemampuan cara pengucapan siswa. Data dalam penelitian ini dianalisis menggunakan program komputer SPSS dengan rumus Independent Samples T-Test.

Berdasarkan observasi, diperoleh bahwa hasil observasi dari penggunaan strategi Reading aloud adalah 100% dari indikator telah dilaksanakan oleh peneliti. Hasil observasi ini dalam kategori sangat baik. Kemudian berdasarkan analisis data, jumlah total nilai post-test pada kelas eksperimen adalah 1694 dan nilai rata-ratanya adalah 67.56. Sedangkan jumlah total post-test pada kelas kontrol adalah 1515 dan nilai rata-ratanya adalah 60.60. Dengan demikian, nilai berbicara siswa pada kelas eksperimen lebih tinggi daripada nilai berbicara siswa pada kelas kontrol.

Setelah menganalisis data dengan menggunakan program komputer SPSS, telah diperoleh bahwa $t_{\text{observation}}$ adalah 12.299 yang nilainya lebih besar dari t_{table} pada taraf signifikan 5% (2.06) dan 1% (2.79). Hal ini berarti bahwa H_0 ditolak, sedangkan H_a diterima. Dengan demikian, ada efek yang signifikan dari penerapan strategi Reading Aloud untuk meningkatkan kemampuan cara pengucapan siswa pada siswa kelas satu SMPN 5 Dumai Kecamatan Bukit Kapur.

THE LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
THE LIST OF CONTENTS	ix
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A.	Back
ground	1
B.	The
Definition of the Terms	5
C.	The
Problem.....	6
1.....	The
Identification of the Problem	6
2.....	The
Limitation of the Problem	7
3.....	The
Formulation of the Problem	7
D.	The
Objectives and The Significance of the Research	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
A.	Theo
retical Framework	9
B. The Relevant Research	22

C. The Operational Concept	23
D. Assumption and Hypothesis	24
1. Assumption	24
2. Hypothesis.....	24
CHAPTER III RESEARCH METHODOLOGY	25
A. The	
Research Design	25
B. The	
Location and Time of the Research	26
C. The	
Subject and The Object of the Research.....	26
D. The	
Population and Sample	26
E..... The	
Technique of Collecting Data.....	27
F..... The	
Procedures of the Research.....	28
G. The	
Validity and the Reliability of the Test.....	30
I. The Technique of Analyzing Data.....	31
CHAPTER IV DATA PRESENTATION AND DATA	
ANALYSIS	34
A. The	
Description of the Research Instrument	34
B. The	
Data Presentation	34
C. The Data Analysis.....	41
CHAPTER V CONCLUSION AND SUGGESTION	46
A. Conc	
lusion.....	46

B.	Sugg
estion.....	47
1.....	Sugg
estion for the Teacher.....	47
2.....	Sugg
estion for the Students.....	47

BIBLIOGRAPHY

APPENDICES

THE LIST OF TABLES

Table III.1	The Research Design	25
Table III.2	Population and Sample	26
Table IV.1	The Recapitulation of Observation Result.....	34
Table IV.2	The Students' Pre-Test Scores of the Five Aspects (Experimental Class).....	36
Table IV.3	The Students' Pre-Test Scores of the Five Aspects (Control Class).....	37
Table IV.4	The Students' Post-Test Scores of the Five Aspects (Experimental Class).....	38
Table IV.5	The Students' Post-Test Scores of the Five Aspects (Control Class).....	39
Table IV.6	The Students' Post-Test Scores	41
Table IV.7	Group Statistics.....	42
Table IV.8	Independent Samples Test	42

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language as a tool of communication is used to communicate and interact with each other. It means that a language enables people to convey their ideas, opinions, thoughts and feelings to others. Revel in Ikhsan says that communication is an exchange of knowledge, information, ideas or feeling among people¹. It is really obvious that there must be two persons in the communication process, namely the speaker and the listener or the writer and the reader involved in the interaction. Communication can be done directly and indirectly. Direct communication can be done through oral or spoken language in which both of the persons interact with each other. Meanwhile, indirect communication is done in the form of written language because the writers and the readers are not in a face to face position.

It is known that English is used as the first language, the second language, and the foreign language. Indonesia is one of the countries which use English as a foreign language. In Indonesia, English is taught as a foreign language in formal and informal educational institutions.

In a formal educational institution, English is a compulsory subject that must be learnt by the students beginning from junior high schools to universities, beside that, nowadays, it is also taught at Elementary Schools as well as Kindergartens.

¹ Ikhsan, *The Important of Oral Reading in Teaching English Elementary School*. Paper English Department FBSS UNP. (Padang: Unpublished, 1995), p. 3

Besides, if someone learns English, it means the involvement of pronunciation cannot be avoided since it is one of the biggest concerns of people when they are speaking. But nowadays, people who use English as a means to communicate with the others have forgotten the importance of pronunciation in interacting. It is so crucial to apply good pronunciation because wrong pronunciation will cause misunderstanding and even worse misinterpretation.

Based on a brief view above, it is considered necessary to know the importance of pronunciation. Actually, there are many alternative strategies that can be applied to improve pronunciation ability in order to have a nice conversation. One of the appropriate strategies to help students' pronunciation is reading aloud. Reading aloud means an act of one who reads loudly in order to be heard from distant place or being heard by others. Reading aloud can be combined with techniques of reading activity in order to practice pronunciation.

Reading aloud is a classroom activity which has fallen in and of favor with teachers at various times. The main argument against it is that it can interfere with successful pronunciation; spelling can clearly affect pronunciation performance adversely. At some stage, when a text is read aloud either by the teacher or the students that pronunciation work can be integrated. Such text, as poems, rhymes, extract from plays, song lyric etc., can be used creatively in the classroom and can offer plenty of scope for pronunciation work².

In order to accomplish students' need toward the improvement of pronunciation, School Based Curriculum (KTSP) provides pronunciation as one

² Kelly, Gerald. *How to Teach Pronunciation*. (Malaysia: Longman, 2000), p.22

of the elements in mastering English that must be taught and learned in junior high school. Based on KTSP³, the purposes of teaching English are as follow:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

SMP N 5 Dumai is one of the schools that also use School Based Curriculum (KTSP) for the students' guidance in teaching and learning process. In SMP N 5 Dumai, English has been taught since the first year of English teaching period. English is taught twice a week with duration about 40 minutes for one hour⁴ and English day is held on every Saturday. In SMP N 5 Dumai, pronunciation has been taught by using song and memorizing the regular and irregular verb. Based on the description above, students have been taught pronunciation maximally. Based on syllabus ⁵: (a) The students are able to read aloud the texts, the phrases and the sentences with correct pronunciation. (b) The students are able to read aloud the texts, the phrases and the sentences with correct stress. (c) The students are able to read aloud the texts, the phrases and the sentences with correct intonation. (d) The students are able to improve their pronunciation. The reality, students' ability is still far from what the curriculum stated is.

³ Depdiknas. 2006. Kurikulum Tingkat Satuan pendidikan (KTSP) 2006. (Jakarta, Unpublished: 2006), pp.307

⁴ Tim Penyusun. Kurikulum Tingkat Satuan Pendidikan SMP N 5 Dumai, (Unpublished:2009).

⁵ *Ibid.*

Based on the preliminary study of the writer at SMP N 5 Dumai, the writer found some problems experienced by the first year students especially in pronunciation. It can be seen from the following phenomena:

1. Some of the students cannot differentiate between the <ed> ending pronounced e.g. *needed, wanted, visited* and is silent e.g. *worked, stopped, enjoyed*.
2. Some of the students are not able to pronounce the sentence stresses correctly e.g. how ARE you? And **WHERE** is she **FROM**?
3. Some of the students cannot differentiate between the low intonations e.g. *what is your name?* And high intonation e.g. *is it yours?*
4. Some of the students are not able to pronounce <th> e.g. pronounced *think, there, three*.
5. Some of the students cannot differentiate between <I> e.g. pronounced *fish, chicken million* and <aI> e.g. in pronounced *price, time, night*.

To improve the students' ability in pronouncing the words needs appropriate strategy and technique to help them as solution for their problems. There is actually a technique that can help students pronounce the words, called reading aloud. The basic idea of this technique is that the student reads aloud the texts several times, the teacher and the other students listen carefully.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting a research entitled: **THE EFFECT OF READING ALOUD STRATEGY TOWARD PRONUNCIATION**

ABILITY AT THE FIRST YEAR STUDENTS OF STATE JUNIOR HIGH SCHOOL 5 BUKIT KAPUR DISTRICT OF DUMAI REGENCY.

B. The Definition of the Term

1. Strategy

Strategy is defined as a particularly way of doing something⁶. In this reasearch the writer used reading aloud strategy toward students' pronunciation ability.

2. Reading Aloud

Reading aloud is reading by mouth, it is widely in the first language teaching as the anitial stages of reading program in order to help children match sounds with the symbol of written language; either by combining the sound of single letters of letter clusters, or recording the whole word.⁷

Reading aloud strategy meant in this research is a strategy used by researcher to know its effect toward students' pronunciation ability.

3. Ability

Ability is capacity or power to do something well⁸. The power to do something well is like cleverness, intelligence or special natural. Meaning that, someone capability to do something in both physically and mentally. In this research refers to the students' pronunciation ability.

⁶ Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru : Alaf Riau Graha UNRI Press. 2007), p. 128

⁷ Eysenck. *Reading Aloud as the Way in Improving Students' Ability in writing and Reading in Such Away*. (New Jersey: Prentice Hall Regents. 1990), p. 297

⁸ Hornby, AS. *Oxford Advanced learner's Dictionary of Current English*. (New York: Oxford University, 2005), p. 3

4. Pronunciation

Pronunciation is achieved to some extent by allowing students to focus on the element of phonology, grammar and discourse in their spoken output⁹.

In this research, it refers to students' pronunciation ability. Particularly, form of this strategy is that the students read aloud the reading texts.

C. The Problems

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

1. Why are some of the students unable to differentiate between the <ed> is pronounced and is silent?
2. What the factors make some of the students unable to pronounce the sentence stress correctly? E.g. *how **ARE** you?* And ***WHERE** is she **FROM**?*
3. Why are some of the students unable to differentiate between the low intonations? E.g. *what is your name?* And high intonation e.g. *is it yours?*
4. Why are some of students unable to pronounce <th> e.g. in pronounced *think, there, three?*
5. What are the factors some of the students cannot differentiate between <I> e.g. pronounced *fish, chicken million* and <aI> e.g. in pronounced *price, time, night?*

⁹ Brown ,H. Douglas. *Teaching by Principles: An Interactive Approach to Language pedagogy*. (San Fransisco State University: Prentice Hall Regents. 1994), p. 258

2. The Limitation of the Problem

Based on the identification of the problem stated above, thus, the problems of this research limited to (1) pronunciation ability at the first year students of SMPN 5 Dumai (2) the factors influences of pronunciation ability at the first year students of SMPN 5 Dumai (3) the significant effect of reading aloud strategy toward pronunciation ability at the first year students of SMPN 5 Dumai.

3. The Formulation of the Problem

The problem of this research will be formulated in the following questions:

1. How is pronunciation ability at the first year students of SMPN 5 dumai?
2. What are the factors influences of pronunciation ability at the first year students of SMPN 5 Dumai?
3. Is there any significant effect of using reading aloud strategy toward pronunciation ability at the first year students of SMPN 5 Dumai?

D. The Objective and The Significant of the Research

1. The Objective of the Research

- a) To know about the effect of reading aloud strategy toward pronunciation ability at the first year students of SMPN 5 Dumai.
- b) To know about the factors influences of pronunciation ability at the first year students of SMPN 5 Dumai.

- c) To find whether there is significant effect of using reading aloud strategy toward pronunciation ability at the first year students of SMPN 5 Dumai.

2. The Significance of the research

Related to the objectives of the research above, the significances of the research are as follows:

- a) To give information to the teachers, and the school about the effect of reading aloud strategy toward pronunciation ability
- b) To give some contributions to the students in order to improve students' pronunciation ability
- c) To enhance the writer's knowledge about teaching pronunciation by using reading aloud strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Pronunciation

Pronunciation is inevitable from the attention of listeners who are talking with speaker in a talk or in an everyday life conversation either in formal or in informal situation. According to Syafei, pronunciation is a twofold process. It involves the recognition of sounds as well as the production of sounds¹. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds that are perceived by the hearer².

Generally, we all know that pronunciation is what we are learning about how to pronounce the words correctly and clearly. In pronouncing the words, we produce the sound of the words correctly by putting the organ of speech in the right position of the words. Automatically, the sound will be pronounced correctly, clear and can be understood by the audience.

Based on explanation above we can pull a general meaning of pronunciation that it is the way, the act or the art of uttering, producing and pronouncing words with articulation, intonations, and rhymes correctly and accurately.

¹ Syafei, A, *English Pronunciation: Theory and Practice*. (Jakarta: Depdikbud Jendral Pendidikan Tinggi, 1988), p.1

² Richard, Jack c, et al, *Longman Dictionary, Language Teaching and Applied Linguistics*. (Malaysia: Long Group UK limited,1999), p. 296

The purposes of pronunciation are to give some pronunciation objectives which are hoped to gain after learning it, they are as follows³:

1. To increase comprehension of spoken English by understanding the basic rules of stress, intonation, and reduced speech.
2. To develop appropriate intonation and stress patterns in everyday communication in English
3. To understand the main differences in consonant and vowel production
4. To improve the ability to monitor one's own speech when focusing on form
5. To apply appropriate rising / falling intonation when reading aloud stretches of connected discourse.

2. The Function of Pronunciation in a Language

In speaking, pronunciation is very an important aspect. Correct pronunciation can help us understand more in communication. In other words, pronunciation can make misunderstanding between speaker and audience.

Concerning the importance of pronunciation, there are three basic reasons to practice and develop good English pronunciation. They are as follows:

³ Murcia, Marianne celce et al. *Teaching English As a Second Language or Foreign Language, Second Edition*. (Boston: Heinle and Heinle Publisher, 1991), p. 331

1. Other people will understand us more easily when we speak.
2. It will help us to hear English sound better.
3. Being able to say a word with correct pronunciation makes it easy to learn the words and their meaning.

3. Aspect that Influence Pronunciation Ability

Kenworthy in Brown identify six factors affecting pronunciation⁴:

a. Native Language

Language will be most influential factor affecting a learner's pronunciation. Native language often interferes the second language acquisition to pronunciation skill and it might be influenced by the differences of both language. Behaviorist believe that similarity between two language make learner learn the language easier.

Mother tongue transfer is generally more systematic, pervasive, and persistent in the area of pronunciation. This information, in turn, can be made available to the learner, if appropriate.

b. Age

Critical period hypothesis stated that there is time in human development when the brain is predisposed for success in language. The younger of age when the learner begins to acquire English, it is better the learner's pronunciation.

⁴ Brown, H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*. (San Francisco State University : Prentice Hall Regents, 1994), p. 260- 261

c. Exposure

Exposure to the target language can refer to both of the length of time and the intensity of the exposure over time. So, the quality and intensity of exposure is more important than the length of time. If class time spends focusing on pronunciation demands the full attention and interest of your students, then they stand a good chance of reaching their goals.

d. Innate Phonetics Ability

Some people have good ability in phonetics but not in others. Their organ forms support them to pronounce each word correctly. Some people simply have more skill at or aptitude for imitating and producing sound and sound patterns that are new to them.

e. Identity and Language Ego (attitude)

Attitude and identity have positive relationship to pronunciation ability. Someone who has positive attitude toward English might be able to pronounce English well. The attitude the learner has toward the target language and its speakers may affect his or her pronunciation, (the more favorable the attitude, he or she better the pronunciation, for the highly motivated learner is not opposed to sounding like the target speakers).

f. Motivation and Concern for good Pronunciation

The motivation is related to success in learning second language and foreign language, so this factor is of greatest importance in pronunciation instruction; if the learner's motivation to improve is strong and if the

investment of time and effort (genuine not reigned) is great, there will be improvement.

4. Supra Segmental in English

A supra segmental is a vocal effect that extends over more than one sound segment in an utterance. It consists of articulation, stress, intonation, pitch, pause and rhythm.

a. Articulation

Articulation is interference with the airstream to produce a particular sound (especially consonant sound) ⁵. Place of articulation consist of:

- 1) Bilabial is lower lip and upper lip is touching (p, b, m)
- 2) Labio – dental is upper teeth and lower lip is touching (f, v)
- 3) Apiko – dental is tip of the tongue is touching upper teth ()
- 4) Apiko – alveolar is tip of the tongue is touching germ (n, t, l)
- 5) Apiko – palatal is tip of the tongue is touching roof of mouth (d)
- 6) Lamino – alveolar is blade of the tongue is touching hard palate (s, z)
- 7) Medio – laminal is the middle of the tongue is touching hard palate ()
- 8) Uvular is back of the tongue is touching uvular (r)
- 9) Phyringeals is root of the tongue is touching (h)
- 10) Porsu – velar is back of the tongue is touching hard palate (k, g)

⁵ F.C. Stork and J.D.A Widdowson, *Learning About Linguistics, An Introductory workbook*. (London : Hutchinson Publishing Group, 1974), p. 27

b. Stress

In English, each vowel sounds and is nearby consonant form a syllable. Every word is made of one or more syllables. One of the syllables is word spoken louder or with more force than the other syllables, this is called the stressed syllable.

1. Degrees of stress

- a. Primary stress, indicated by the symbol /' /
- b. Secondary stress indicated by the symbol /' /
- c. Weak stress or unstressed with no mark.

2. Word stress and sentence stress

Stress can be classified into word stress and sentence stress. A word stress is the stress within a word and sentence stress is within a thought group or a sentence.

c. Intonation and pitch

Intonation is the tune of what we say, more specifically, this is the combination of musical tones (pitch) on which we pronounce the syllable that makes our speech. Intonation is grammatically in distinguishing one type of sentence from another; and it is also important in signaling the attitude of speaker on what is saying.

d. Pause

English are spoken in-groups of words, which are separated by pauses there are two kinds of pauses, a short one and final one. The symbols are single bar for the short and final bar for the final pause.

e. Rhythm

The beat of strong stressed syllables in an English sentence helps establish a rhythm; one stressed syllable in a sentence is a little stronger than the other stressed syllables, this syllable is said to have sentence stress.

5. Nature of Reading Aloud

Etymologically, reading means act one who reads (Hornby, 1985: 699). While aloud means (1) in a loud voice enough to be heard, not in whisper, (2) loudly, so as to be heard at a distance. Reading aloud means an act of one who reads loudly in order to be heard from distant place or being heard by others. Reading aloud can be combined with techniques of reading activity in order to practice pronunciation.

Reading aloud is strategy whereby either the students or the teacher reads a passage. As they listen, students read aloud. This help them learn about the pronunciation of words, the pauses, and the emphases on the words in the piece, providing a receptive model of academic language and register.⁶

Spache mentions reasons of using reading aloud as oral reading for young learners. First, it reinforces the child's effort to recognize word by their sounds. Second, permits teacher observation of child's knowledge of reading vocabularies. Third, permits teacher observation of pupil's error in oral reading. Fourth, provides' repetitive practice in reading, thus strengthening

⁶Hirai, Debra L cook, et al. *Academic Language / Literacy Strategies for Adolescent, A "How To" Manual for Educators.*(New York and London. Routledge : Taylor and Farancis group, 2010). p, 89

pupil's reading development. Hence, by doing so, teacher as full authority party in educating students will be easily recognizing types of error made by his/her students during reading activity⁷.

6. The Function of Reading Aloud

Reading aloud has four function in foreign language teaching⁸:

a. Practice Pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. We should not only pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice.

b. Improve oral english

The students with perfect oral English should pronounce properly and speak fluently. Most of the students learn english with a focus on reading and writing skill. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of disfluency, repeat, improper pause and develop natural and good pronunciation habit. Try to read with expression, change the pitch (high-low), tone (gentle-rough) and volume (soft-loud) of our voice to show

⁷ Space, <http://one.indoskripsi.com/node/11074>. Retrieved 6 July 2009.

⁸ Huang, Lianguang. *Reading Aloud in the Foreign Language Teaching*. (China : Blackhawk1975@125.com). Retrieved 02 february 2011.

different characters or create a mood. Reading aloud can not only help us open our mouth, but also improve our oral English evidently.

c. Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply.

d. Strengthen the knowledge

We can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restrictions in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material that has wide range in topic.

7. The benefits of reading aloud

The benefits of reading aloud consist of:⁹

- a. Reading aloud enable teachers to offer texts with more challenging concept and/or language than students can read independently.
- b. The reading aloud strategy help English- language learners develop new vocabulary and syntactic awareness.

⁹ Ada, Alma Flor et al. *Teaching Strategies*. <http://www.learner.org/workshop/tml/workshop7/teaching2.html>. Retrieved 18 November 2011.

- c. Reading aloud builds good reading habits. It stimulates imaginations and emotions, models of good reading process expose students to a range of literature; enrich vocabularies and rhetorical sensitivity; elucidate difficult texts; help to distinguish different genres; support independent reading; and encourage a lifelong enjoyment of reading.
- d. Reading aloud shows students how to question, visualize, and make predictions while they read.

8. There are some aspects of reading aloud performance

- a. Accuracy

Accuracy refers to the degree to which a student's reading aloud conforms to the letter-sound convention of printed English. Accuracy is measured as a percentage of words correctly.

- b. Rate

Rate refers to the speed at which the students read aloud. Rate is measure as both the number of words per minute for the entire performance and the number of words in the initial minute of reading aloud.

- c. Fluency

Fluency was considered a distinct attribute of reading aloud separate from accuracy and rate. Fluency was defined in term of phrasing, adherence to the author's syntax, and expressiveness.

9. Reading aloud as pronunciation practice

a. The role of reading aloud in pronunciation.

People who live in the earth have distinctive styles in reading text. Uttering word by words, phrase by phrase, sentence by sentence is sometimes done with loud voice. They prefer to have such kind of that style due to their habit, to get understanding from text they are reading, or even perhaps only for certain convenience. Actually, their doubtful or unknown purpose in reading with loud voice realized or not, has helped them to pronounce words with hoped pronunciation. In the previous elaboration of this paper discussed that reading aloud gets involved in pronunciation. Knowing mispronunciation, sooner pronunciation correction, and exercising oral cavity to utter good pronunciation are the least three of reading aloud contribution.

Reader will know his/her mispronunciation in uttering words during reading process. Whenever someone reads with loud voice, he/she will focus on the accuracy of his/her spelling. Generally, he/she tends to ask him/herself whether correct pronunciation has been applied during reading activity or out of pronunciation's rules. Furthermore, loud voice which he/she produces can be an aid to control his/her pronunciation stability. For the voice itself can be heard by him/herself and distant people around him/her. So, he/she will stop reading for a while and think of the words he/she has mentioned.

In addition, correction on pronunciation mistakes is easily done whenever reader does. Unless reader is untrue in pronouncing some words, he/she can do such kind of anticipative action not to do it to the rest of words or sentences of his/her reading selection on his/her hand. And dictionary is the answer to solve the hesitation. Reader may place it besides him/her. Thus, whenever he is wary of uttering words, dictionary is ready to be looked up, it provides the clear and conceive definitions of words, help with grammar and irregular spellings and one thing that is essential is pronunciation which completed by accent. In addition, people who will be concerning on reader's reading will also help him/her to actuate is/her mispronunciation and give the justification. Reader mostly stops reading for several seconds to listen to listener's advice or correction when reader reads text aloud.

Besides, speech organ used for transferring ideas will be accustomed to pronouncing any words accurately. Supposed that the reader always does mispronunciation in reading process, normally he/she will try to spell the mispronunciation word repeatedly till gaining the correct one. Hence, by pronouncing that word frequently reader is not going to get trouble anymore when he/she faces the same word to the rest of reading activity. As the result, he/she will get nice fluency in reading the next words. To conclude, reading aloud as one of the reading styles has beneficial rules toward pronunciation skill. It helps reader to recognize his/her mispronunciation, and correct it immediately, and train speech

organ to produce nice pronunciation. Thus, expectation to get full skill pronunciation will come true through applying reading aloud.

b. Consideration in selecting the appropriate texts for reading aloud

People compile thousands of books, article, and other texts which have distinctive purposes. Some of them aiming the information provided in the text will improve reader's mind or give readers the means to improve their lives. On the other hand, some convey them to serve readers with certain pleasure features in. let say by providing funny story or tickling jokes. All terms of those texts can be read with loud voice by all readers for all ages, starting from the youngest age, older children, teenagers, young adult and even elderly people. Especially, for reading aloud is acquired some considerations to select the best books or texts to read.

Picking interesting book can be one of the considerable suggestion for the people who commonly feel enjoy reading books or texts which attract their desire. Picture storybooks, participation book and folktales and fables are some of the suggested books which are able to interest reader's willingness to read the aloud. Furthermore, interesting book might lose reader's boredom. Therefore, it can guarantee that reading process will run continuously and reader will not stop reading till he/she gets convenience of reading. Additionally, attractive books are easily memorized. Hence, difficult word faced by reader during reading can be solved by looking the dictionary up and those words will be stored in

reader's memory longer. To sum up, it is a smart choice to select the delighted books for reading aloud activity.

Next, books with excellent writing are very helpful choice to read aloud. Especially for beginners, they typically look for a book that is compiled in attractive composition. It includes all elements either major or minor elements, like setting of cover, the contents, or the language used in book. Then, whoever the reader, whenever he finds a book with excellent writing style will put a feeling of curiosity to read it.

B. The Relevant Research

1. A research from Indra

In 2008, Indra conducted a research entitled "The use of English Songs to Improve students Pronunciation Ability at the Second Year of State Islamic Senior High School Kuok Bangkinang Barat in Kampar Regency". He tried to find out whether there was significant influence of using songs in improving students' pronunciation or not at the second year of state Islamic High School Kuok Bangkinang Barat in Kampar regency.

2. A research from Fityatul Husna.

In 2010, Fityatul Husna conducted a research entitled "The effectiveness of using drill strategy in improving student's motivation in pronouncing English words at the second year of MTS-TI Batu Belah Kampar Regency". She tried to find out whether there was significant effect of using drill strategy in improving student's motivation in pronouncing English words at the second year of MTS-TI Batu Belah Kampar Regency.

C. The Operational Concept

Operational concept are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.¹⁰

In order to clarify the theories used in this research would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of reading aloud strategy toward pronunciation ability. Therefore, in analyzing the problem in this research, there are two variables will be used. The first is reading aloud strategy which refers to the teacher's strategy in teaching pronunciation. The second is pronunciation ability. Reading aloud strategy is independent variable and pronunciation ability a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:

1. The indicators of reading aloud strategy are as follows:
 - a. The teacher gives the students the texts for each student.
 - b. The teacher asks one of the student to read aloud the text in normal speed
 - c. The teacher and the others students listen to student's reading aloud
 - d. They do the correction of their pronunciation of what the student reads aloud of the text.

¹⁰ M.syafi'i. *From Paragraph to a Reasearch Report: A Writing of English for Academic purpose*. (Pekanbaru: LBSI.2007).p.122

2. The indicators of students' pronunciation ability are as follows:
 - a. The students are able to read aloud the texts, the phrases and the sentences with correct pronunciation.
 - b. The students are able to read aloud the texts, the phrases and the sentences with correct stress.
 - c. The students are able to read aloud the texts, the phrases and the sentences with correct intonation.
 - d. The students are able to improve their pronunciation.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the result of this research shows there is significant effect of Reading Aloud strategy toward students' pronunciation ability.

2. The Hypothesis

H_0 : There is no significant effect of Reading Aloud strategy toward students' pronunciation ability.

H_a : There is significant effect of Reading Aloud strategy toward students' pronunciation ability.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research design

The type of this research is experimental research. According to Cresswell “experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”¹. The design of this research was quasi-experimental research. According to Sugiono, quasi experimental is a research design having some but not the entire characteristic of the true experiment². The type of quasi-experimental design of this research was control group design. In this design, the researcher used two classes as the sample; control group and experimental group. Those classes were not chosen randomly. Both groups got a pretest and posttest. Only the experimental group received the treatment. According to Sukardi, the design of this research can be illustrated as follows:³

Table 1

Group	Pretest	Treatment	Posttest
Experiment	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

¹Cresswell, Jhon. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Quality Research*. (New Jersey: pearson education, 2008), p.299

² Sugiono. *Metodologi Penelitian Administrasi*. (Bandung: CV. Alfabeta, 2002) p.54

³ Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. (Jakarta: Bumi Aksara, 2010) p.186

B. The Location and The Time of the Research

The research was conducted at the first year students of SMP N 5 Bukit Kapur District of Dumai Regency. The reason why the writers choose this location was that the students still had problems in their pronunciation. The research was conducted on July to September 2011.

C. The Subject and the Object of the Research

Subject of the research was the first year students of SMP N 5 Dumai. The object of this research was the effect of reading aloud strategy toward pronunciation ability.

D. The Population and the Sample of the Research

1. Population

The population of this research was whole the students of the first year of SMP N 5 Dumai in 2011-2012 academic years. It had 6 classes. The number of the first year students of SMP N 5 Dumai was 205 students.

Table 2

THE TOTAL POPULATION OF THE FIRST YEAR STUDENTS OF SMPN 5 DUMAI 2010-2011

No	Class	Total
1	VII ¹	25
2	VII ²	27
3	VII ³	25
4	VII ⁴	28
5	VII ⁵	25
6	VII ⁶	27
7	VII ⁷	28
Total		205

2. Sample

The population above was large enough to be all taken as sample of the research. Based on the design of the research, the research took only two classes as the sample of this research. The classes were VII¹ and VII⁵. Furthermore, these two classes are homogeneous⁴. It is indicated by the same curriculum used by the school for both classes and the students' competence in pronunciation ability of both classes is not different.

E. The Technique of Collecting Data

To find out the effect of reading aloud strategy to improve students' pronunciation ability, the writer used some techniques in collecting the data. The technique can be explained as follows:

1. Observation

The observation was done by the teacher of English in the school when the writer implemented Reading Aloud strategy. The indicators of the observation can be seen as follows:

- 1) The teacher gives the students the texts for each student.
- 2) The teacher asks one of the student to read aloud the text in normal speed
- 3) The teacher and the others students listen to student's reading aloud
- 4) They do the correction of their pronunciation of what the student read aloud of the text.

⁴ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta), p. 117.

2. Oral Presentation Test

The test consisted of some texts taken from the students' text book; it was EOS English on Sky 1 for Junior High School Student Year VII. It was developed in accordance with School-based curriculum and made based on consideration of components of pronunciation. The pronunciation test consisted of six components. The components are articulation, stress, rhythm, pitch, pause and intonation.

The tests consisted of pre test and post test. The pre test was given to the students in the experimental and the control class to know students' basic pronunciation ability. Before giving the post test to the students, the writer gave the treatment based on reading aloud strategy procedures. The treatment that was given to the experimental class was to know the effect of reading aloud strategy to improve students' pronunciation ability. The result of post test was analyzed in the final data in this research.

F. The Procedures of the Research

In conducting this experimental research, the writer carried out some research procedures of both two groups; experimental and control group. The research was carried out for eight meetings. These research procedures are as follows:

1. Conducting Pre-test

The pre-test was carried out to know the early background of students' pronunciation ability to both experimental and control group. The test consisted of a texts and asked the student to read aloud the texts adopted from texts

book from EOS English on Sky 1 for Junior High School Student Year VII and developed in accordance with school-based curriculum.

2. Conducting Treatment

The treatment was conducted for the experimental group only. The treatment was given based on the reading aloud strategy procedures. The treatment given is as follows:

- a. The teacher gives the students the texts for each student.
- b. The teacher asks one of the student to read aloud the text in normal speed
- c. The teacher and the others students listen to student's reading aloud
- d. They do the correction of their pronunciation of what the student reads of aloud the text.

3. Conducting Post-test

After conducting the treatment for six meetings, the writer gave the post-test to both experimental and control group. The post-test was conducted in order to know the development of students' pronunciation ability after practicing reading aloud strategy. The post-test given was the similar model to the pre-test in order to know students' pronunciation ability.

G. The Validity and the Reliability of the Test

1. The Validity of the Test

According to Hughes, a test is said to be valid if it measures accurately what it is intended to measure⁵. According to Gay, validity is the appropriateness of the interpretations made from the tests score⁶. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively⁷. Content validity just focused on how well the items represent the intended area. In addition, Hadari states that this kind of validity is also said as a curricular validity⁸. It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they had learned.

⁵ Hughes, Arthur. *Testing for Language Teachers*, (Cambridge University Press, 1989), p.22.

⁶ Gay, L.R. and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6th Ed. (United State of America: Prentice-Hall Inc, 2000), p.161

⁷ *Ibid*, p. 164

⁸ Hadari Nawawi and M. Martini Hadari. *Instrumen Penelitian Bidang Sosial*, (Pontianak: Gajah Mada University Press. 2006), p.181-182.

2. The Reliability of the Test

According to Gay, reliability is the degree to which the test consistently measures whatever it is measuring⁹. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

In this research, the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' pronunciation scores were evaluated by two raters.

H. The Technique of Analyzing Data

In this research, the data were analyzed by using statistical method. First, to analyze the data from the classroom observation, the writer used the category standard as follows:¹⁰

1. 80 - 100% = Very good
2. 66 - 79% = Good
3. 56 - 65% = Enough
4. 40 - 55% = Less
5. 30 - 39% = Bad

Second, to know the students' pronunciation pre-test score and post-test score, it was evaluated by two raters based on six components that consist of

⁹ *Op.Cit.*, p.175.

¹⁰ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2009), p.245.

articulation, stress, rhythm, pitch, pause and intonation and than; the score from two raters is divided by two.

After got the data from two raters the writer used students' post-test scores of the experimental and the control group as the data of the research. The writer analyzed the data by using t-test to know whether the result of the research statistically significant¹¹. The data were analyzed by using the formula as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : the t-value or $t_{\text{observation}}$

M_x : the mean of variable X

M_y : the mean of variable Y

SD_x : standard deviation of variable X

SD_y : standard deviation of variable Y

N : the number of cases

After computing t-test, it is necessary to obtain the degree of freedom that is used to determine whether the t-score is significant or not. The t-obtained value is consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows:¹²

$$df = (N_x + N_y) - 2$$

Where:

df : the degree of freedom

N_x : the number of students in experimental class

¹¹ Hartono. *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2009), p. 208.

¹² *Ibid.*, p. 212.

N_y : the number of students in control class

If the writer has consulted the t-obtained value with t-table by using degree of freedom, the writer can conclude that if $t_o < t\text{-table}$, H_o is accepted. It means that there is no effect of Reading Aloud strategy toward students' pronunciation ability. If $t_o > t\text{-table}$, H_a is accepted. It means that there is significant effect of Reading Aloud strategy toward students' pronunciation ability.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Research Instrument

In the data presentation, the writer used two instruments. The first was observation and the second was oral test. To gain the data about how the implementation of reading aloud strategy to improve students' pronunciation ability is, the writer used the observation. On the other hand, to gain the data of the effect of reading aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District Dumai Regency, the writer used the oral test (pre-oral test and post- oral test).

The writer presented the result of observation to the teacher who also taught in the class VII of social program. In this class, the writer did six times observations. In this observation format, the writer used two alternative answers; "Yes", indicated that the activities were implemented and "No", indicated that the activities were not implemented.

B. The Data Presentation

1. The Data from the Classroom Observation

In this research, the writer used the classroom observation of the use of Reading Aloud strategy in teaching process. The observation was done by other person. In this case, the observer was the teacher of English in this school.

The observation was conducted for six meetings. The observation was only given to the experimental class to know the implementation of reading aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency. The writer presents the result in the following tables:

Table IV.1
The Recapitulation of Observation Result

No	The Indicators of the Use of Reading Aloud Strategy	Categories	
		YES	NO
1	The teacher gives the students the texts for each students	6	0
2	The teacher asks one of the students to read aloud the texts in normal speed	6	0
3	The teacher and the students listen to student's reading aloud	6	0
4	They do the correction of their pronunciation of what the student reads aloud of the texts	6	0
TOTAL		24	0
PERCENTAGE		100 %	0 %

The table above shows that the result of observation of the use of Reading Aloud strategy in the classroom indicates the answer "YES", 24 and for the answer "NO" is 0. It means that 100 % of the aspects above were done by the

writer and 0% of the aspects above were not done. The explanations are as follows:

- a. The teacher gives the students the texts for each student (100%)
- b. The teacher asks one of the students to read aloud the texts in normal speed (100%)
- c. The teacher and the students listen to student's reading aloud (100%)
- d. They do the correction of their pronunciation of what the student reads aloud of the texts (100%)

2. The Data from the Test (Oral Test)

The data from the test in this research were gained from the students' post-test score. The data were collected through the following procedure:

- a. The students of both two groups; experimental and control group, were asked the student to read aloud the texts with normal speed that have been given by the teacher.
- b. Students' Reading aloud performance was recorded by using mobile phone. Then it was evaluated by the raters to evaluate students' articulation, stress, rhythm, pitch, pause and intonation.
- c. The raters evaluated word by word of students' reading aloud performance. The raters put the score for pronunciation aspects that consist of articulation, stress, rhythm, pitch, pause and intonation.

The data of the students' score of oral test as the result of the research are presented in the following table:

Table IV.2
The students' Pre-Test Scores of the Six Aspects
(Experimental Class)

No	Students	Proficiency Description						Score
		Articulation	Stress	Rhythm	Pitch	Pause	Intonation	
1	Student 1	50	50	55	55	55	55	53
2	Student 2	57	55	55	50	60	55	55
3	Student 3	55	50	55	55	60	50	54
4	Student 4	57	55	55	55	57	50	55
5	Student 5	55	50	55	50	50	57	53
6	Student 6	50	50	50	55	55	55	52
7	Student 7	57	55	57	55	55	50	55
8	Student 8	50	50	50	55	60	50	52
9	Student 9	50	55	50	55	55	55	53
10	Student 10	57	55	55	50	50	50	53
11	Student 11	55	55	50	55	55	55	54
12	Student 12	60	55	50	50	57	57	55
13	Student 13	55	55	55	50	55	55	54
14	Student 14	60	50	50	57	55	55	54
15	Student 15	50	55	57	50	55	50	53
16	Student 16	50	50	55	55	60	55	54
17	Student 17	57	55	55	55	55	57	56
18	Student 18	55	57	55	55	60	50	55
19	Student 19	55	50	55	55	57	50	54
20	Student 20	55	55	55	55	60	55	56
21	Student 21	55	55	55	55	60	57	56
22	Student 22	55	55	55	55	50	50	53
23	Student 23	55	55	55	50	50	57	54
24	Student 24	55	50	55	55	57	50	54
25	Student 25	50	55	57	55	50	55	54
TOTAL		1360	1332	1351	1342	1393	1335	1351
MEAN		54.4	53.28	54.04	53.68	55.72	53.4	54.04

The table above shows that the total scores of experimental class students' pre-test of the six aspects is 1351 and the mean score is 54.04. Thus, the students' pre-test score of the experimental class is categorized into **Good**.

Table IV.3
The students' Pre-Test Scores of the Six Aspects
(Control Class)

No	Students	Proficiency Description						Score
		Articulation	Stress	Rhythm	Pitch	Pause	Intonation	
1	Student 1	55	50	55	55	55	55	54
2	Student 2	50	55	50	55	57	55	54
3	Student 3	55	57	55	55	55	55	55
4	Student 4	55	55	55	50	55	50	53
5	Student 5	57	55	50	55	55	55	54
6	Student 6	57	55	55	55	60	50	55
7	Student 7	55	55	55	55	55	50	54
8	Student 8	55	50	55	57	55	57	55
9	Student 9	57	55	55	55	55	55	55
10	Student 10	50	55	55	55	57	50	54
11	Student 11	55	55	60	50	57	50	54
12	Student 12	55	50	50	55	57	55	54
13	Student 13	50	50	55	55	60	55	54
14	Student 14	55	55	55	55	55	55	55
15	Student 15	55	55	55	55	55	55	55
16	Student 16	55	55	57	55	60	57	56
17	Student 17	55	55	50	55	55	57	54
18	Student 18	60	55	55	57	60	50	56
19	Student 19	55	55	55	55	55	55	55
20	Student 20	57	55	50	55	60	55	55
21	Student 21	55	50	55	55	57	55	54
22	Student 22	57	55	55	55	55	60	56
23	Student 23	55	55	55	55	55	55	55
24	Student 24	50	55	55	55	50	55	53
25	Student 25	57	55	55	57	57	55	56
TOTAL		1372	1352	1357	1371	1412	1356	1365
MEAN		54.88	54.08	54.28	54.84	56.48	54.24	54.6

The table above shows that the total scores of control class students' pre-test of the six aspects is 1365 and the mean score is 54.6. Thus, the students' pre-test score of the control class is categorized into **Good**.

Table IV.4
The students' Post-Test Scores of the Six Aspects
(Experimental Class)

No	Students	Proficiency Description						Score
		Articulation	Stress	Rhythm	Pitch	Pause	Intonation	
1	Student 1	60	70	70	70	70	65	67
2	Student 2	70	70	75	70	70	70	71
3	Student 3	70	70	70	70	70	65	69
4	Student 4	65	70	70	70	70	65	68
5	Student 5	70	70	70	70	75	70	71
6	Student 6	65	70	70	70	70	65	68
7	Student 7	70	70	70	70	75	75	72
8	Student 8	65	65	70	70	75	70	69
9	Student 9	70	70	70	70	65	70	69
10	Student 10	65	70	75	75	70	70	71
11	Student 11	65	65	70	70	70	65	67
12	Student 12	65	70	70	65	65	60	66
13	Student 13	65	65	70	70	70	65	67
14	Student 14	70	70	65	70	70	70	69
15	Student 15	60	60	70	70	70	65	66
16	Student 16	65	65	65	60	65	65	64
17	Student 17	70	65	70	65	70	65	67
18	Student 18	70	75	60	70	70	65	68
19	Student 19	65	70	70	70	70	65	68
20	Student 20	70	60	70	70	80	70	70
21	Student 21	70	65	65	70	75	70	69
22	Student 22	60	60	60	60	70	65	62
23	Student 23	65	65	70	65	65	65	66
24	Student 24	60	70	65	65	70	65	66
25	Student 25	65	60	65	65	60	70	64
TOTAL		1655	1680	1715	1710	1750	1675	1694
MEAN		66.2	67.2	68.6	68.4	70	67	67.56

The table above shows that the total scores of experimental class students' post-test of the six aspects is 1694 and the mean score is 67.56. Thus, the students' post-test score of the experimental class is categorized into **Very Good**.

Table IV.5
The students' Post-Test Scores of the Six Aspects
(Control Class)

No	Students	Proficiency Description						Score
		Articulation	Stress	Rhythm	Pitch	Pause	Intonation	
1	Student 1	60	60	65	60	70	60	62
2	Student 2	55	65	55	60	65	60	60
3	Student 3	60	70	65	55	65	60	62
4	Student 4	60	60	65	60	65	60	62
5	Student 5	70	60	60	60	65	50	61
6	Student 6	60	55	55	65	65	50	58
7	Student 7	65	55	65	60	55	60	60
8	Student 8	55	55	70	60	60	70	62
9	Student 9	65	65	60	60	60	55	61
10	Student 10	60	65	50	60	65	55	59
11	Student 11	65	65	60	70	65	50	62
12	Student 12	55	60	65	55	60	55	58
13	Student 13	65	60	60	65	70	55	62
14	Student 14	55	60	60	55	65	55	58
15	Student 15	60	60	55	55	55	60	57
16	Student 16	60	65	60	65	65	65	63
17	Student 17	60	60	65	65	70	55	62
18	Student 18	65	65	65	65	65	60	64
19	Student 19	55	55	55	60	70	60	59
20	Student 20	65	55	60	65	60	55	60
21	Student 21	60	65	55	65	60	60	61
22	Student 22	70	55	50	70	65	55	61
23	Student 23	65	55	60	55	65	60	60
24	Student 24	55	60	60	55	65	65	60
25	Student 25	65	60	60	55	65	60	61
TOTAL		1530	1510	1500	1520	1600	1450	1515
MEAN		61.2	60.4	60	60.8	64	58	60.6

The table above shows that the total scores of control class students' post-test of six aspects is 1515 and the mean score is 60.6. Thus, the students' post-test score of the control class is categorized **Good**.

Finally, the students' scores have been known. The scores of post-test of experimental and control class can be concluded in data analysis table.

C. The Data Analysis

1. The Data Analysis of the Classroom Observation

Based on the data presented in table IV.1, it shows that the result of observation of the use of reading aloud strategy in the classroom indicates that the answer “YES” is 24 and for the answer “NO” is 0. It means that 100 % of the aspects above were done by the writer and 0% of the aspects above were not done by the teacher during giving the treatment in the experimental class. The explanations are as follows:

- a. The teacher gives the students the texts for each student (100%)
- b. The teacher asks one of the students to read aloud the texts in normal speed (100%)
- c. The teacher and the students listen to student’s reading aloud (100%)
- d. They do the correction of their pronunciation what the student reads aloud of the texts (100%)

Based on the explanation above, it can be concluded that the use of reading aloud strategy to improve students’ pronunciation ability is categorized into very good.

2. The Data Analysis of the Test

In analyzing the data, the writer used SPSS computer program with independent sample t- test formula. It can be seen in table below:

Table IV.6
The Students' Post-Test Scores

No	Experimental Class	Control Class
1	65	62
2	70	60
3	69	62
4	68	62
5	71	61
6	68	58
7	72	60
8	69	61
9	69	61
10	70	59
11	67	63
12	66	58
13	67	62
14	69	59
15	66	58
16	64	63
17	67	62
18	68	62
19	68	59
20	70	60
21	69	61
22	62	61
23	66	60
24	65	60
25	64	61

The process of statistic analysis by using t-test in SPSS program is as follows:

- a. Open SPSS program.
- b. Entry the data based on its procedure in Variable View and Data View.
- c. analyzing in the menu of SPSS, choose compare mean.
- d. Choose Independent Samples T-Test.

The output of data analysis is as follows:

Table IV.7
Group Statistics

asal	N	Mean	Std. Deviation	Std. Error Mean
Skor experiment	25	67.5600	2.39931	.47986
control	25	60.6000	1.50000	.30000

Table IV.8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	4.703	.035	12.299	48	.000	6.96000	.56592	5.82214	8.09786
	Equal variances not assumed			12.299	40.275	.000	6.96000	.56592	5.81647	8.10353

After getting the output of SPSS analysis, the writer interprets the output as follows:

- a. The output of group statistics shows that the mean of the experimental class is 67.56 and the mean of the control class is 60.60, and N (number of the case) for each class is 25. Standard deviation of the experimental class is 2.39931 and standard deviation of the control class is 1.50000. Standard error mean of the experimental class is 0.47986 and standard error mean of the control class is 0.30000.
- b. The output of independent samples test shows that the t-test result is 12.299, its df is 48, significant is 0.000, mean difference is 6.96000, its standard error is 0.56592, lower difference interval is 5.82214, and upper difference interval is 8.09786.

There are two ways that can be done in interpreting t_o . They are as follows:

- a. By comparing t_o ($t_{\text{observation}}$) to t_t (t_{table}). From $df = 48$, it is found that the level of significance of 5% is 2.06 and the level of significance of 1% is 2.79. It can be stated that $2.06 < 12.299 > 2.79$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.
- b. By orienting the number of significance. If probability > 0.05 , null hypothesis (H_o) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-test (12.299), it shows that there is significant effect on the students who were taught by implementing reading aloud

strategy. It is proved by the finding t-test (12.299) which is greater than t_{table} at 5% level of significance (2.06), while in the level of significance of 1% (2.79). It can be stated that $2.06 < 12.299 > 2.79$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, teaching pronunciation by implementing reading aloud strategy at the first year of State Junior High School 5 Bukit Kapur District of Dumai Regency is better than without implementing reading aloud strategy. Thus, there is significant effect of Reading Aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

The first focus of this research is to find out whether there is significant effect of Reading Aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency. Here, the writer would like to conclude the result about what has been discussed in the previous chapters and to recommend some suggestion concerning with the use of Reading Aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency.

A. Conclusion

This research consists of two variables. They are the effect of Reading Aloud strategy (independent variable) and pronunciation ability (dependent variable). Here, the writer concludes based on what has been discussed in the previous chapters, and the conclusions are as follows:

1. The use of Reading Aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency is categorized very good.
2. There is significant effect of Reading Aloud strategy toward pronunciation ability at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency that t -observation is greater than t -table.

In conclusion, teaching English by implementing Reading Aloud strategy at the first year students of State Junior High School 5 Bukit Kapur District of Dumai Regency is successful toward students' Pronunciation ability.

B. Suggestion

1. Suggestion for the Teacher

- a) The teacher should be creative in selecting the strategy that can be used in English teaching, especially teaching pronunciation in order to make the students' pronunciation ability better.
- b) The teacher should have the ability to guide the students in order that the students have a great motivation in learning English.
- c) The teacher should give the students opportunities to share or to express their speaking in front of their friends in order to know their pronunciation.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and information sharing with their friends about English to improve their pronunciation ability.
- c. The students should often speak English more than usual when English.
- d. The students should practice their English whenever they are.

BIBLIOGRAPHY

- Ada, Alma Flor et al. *Teaching Strategies*. <http://www.learner.org/workshop/tml/workshop7/teaching2.html>. Retrieved 18 November 2011.
- Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. San Fransisco; Prentice Hall Regents. 1994.
- Cresswell, Jhon. W.. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Quality Research*. New Jersey: pearson education. 2008.
- Daur, Rebecca M. *Accurate English: A Complete Course in Pronunciation*. New Jersey: Prentice Hall Regents. 1993.
- Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Unpublished. 2006.
- Eysenk. *Read Aloud as The Way in Improving Students' Ability in Writing and Reading in Such a Way*. New Jersey: Prentice Hall Regents. 1990.
- F.C Stork and J.D.A widdowson. *Learning about Linguistics and Introductory Workbook*. London: Hutchinson Publishing Group. 1974.
- Fityatul Husna. *The Effectivness of Using Drill Strategy in Improving Student's Motivation in pronunciation English Word at the Second Year of MTS-TI Batu Belah Kampar Regency*. Unpublished. 2010.
- Gay, L.R. and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice- Hall, Inc. 2000.
- Hadari Nawawi and M. Martini Hadari. *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006.
- Hartono. *Statistik untuk Penelitian*. Yogjakarta: Pustaka Pelajar. 2008.
- Hirai, Debra L cook and friends. *Academic Language / Literacy Strategies for Adolescent, A "How To" Manual for Educators*. New York and London. Routledge : Taylor and Farancis group. 2010.
- Huang, Liangguang. *Reading Aloud in the Foreign Language Teaching*. China: Blackhawk1975@125.com. Retrieved 02 february 2011.
- Hughes, Arthur. *Testing for Language Teachers*, Cambridge University Press. 1989.

- Ikhsan. *The Important of Oral Reading in Teaching English Elementary School*. Paper English Department FBSS UNP. Padang: Unpublished. 1995.
- Indra. *The Use of English Song to Improve students Pronunciation Ability at The Second Year of Islamic Senior High School Kuok Bangkinang Barat in Kampar Regency*. Unpublished. 2008.
- Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007.
- Kelly, Gerald . *How to Teach Pronunciation*. Malaysia: Longman. 2000.
- M. Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: LBSI.
- Mukarto et al. *EOS English on Sky1 for Junior High School Students Year VII*. Erlangga: Jakarta. 2007.
- Murcia, Marianne Celce et al. *Teaching English as a Second Language or Foreign Language, Second Edition*. Boston: Heinle and Heinle Publisher. 1991.
- Richard, Jack c, et al. *Longman Dictionary, Language Teaching and Applied Linguistics*. Long Group UK limited: Malaysia. 1999.
- Space. <http://one.indoskripsi.com/node/11074>. Retrieved 6 July 2009.
- Sugiono. *Metodologi Penelitian Administrasi*. Bandung: CV. Alfabeta. 2002.
- Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT. Rineka Cipta. 2009.
- Sukardi. *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara. 2010.
- Syafei, A. *English Pronunciation: Theory and Practice*. Depdikbud Jendral Pendidikan Tinggi : Jakarta. 1988.
- Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan SMPN 5 Dumai*, Unpublished. 2009.